

CLOTHING MODULE

Time Frame Allotted - 1/3 year (18 hours)

Rationale

Clothing is a major expense for many teenagers and their families. It generally ranks fourth in family budget allocations, following shelter, food and transportation. In addition to its impact on family financial resources, clothing is significant to teenagers as an expression of their personalities and individuality. During adolescence, many young people begin to assume responsibility for their clothing needs, through the selection of some garments and by carrying out minor care and repair procedures. As teens progress to adulthood, they gradually assume greater responsibility over wardrobe planning, selection, purchasing and care. Ultimately, as independent adults, the selection, care and repair of a variety of household textile items, as well as clothing, will be their responsibility.

The Clothing Module aims to enable teens to make thoughtful choices when selecting clothing, to use appropriate behaviour in the marketplace when making purchases, and to take responsibility for some care and repair of clothing. It also aims to develop awareness of some skills and procedures related to construction of garments and fabric articles. Practising basic sewing techniques provides students with skills needed to complete simple repairs, and makes them more aware of construction features in garments. In some students, this exposure may awaken a desire to develop and expand sewing skills to satisfy creative needs. It may also lead them into any one of several textile-related career areas.

The module begins with a focus on clothing choices, and the power clothing has to relay messages to others. It continues with a consideration of consumer responsibilities, including activities which help make students more informed consumers. While time limitations do not permit students to become familiar with fabric characteristics, the section on clothing care allows them to develop skills in interpreting labels and carrying out cleaning procedures. Basic sewing skills are introduced, and, through the construction of a simple project, students begin to develop an awareness of the complexities of garment construction and the skills required to produce clothing.

Clothing Module

Major Objective	Learning Objectives
1. To understand why and how clothing choices are made.	1.1 To identify the reasons why people wear clothing. 1.2 To determine how clothing choices are made. 1.3 To recognize that clothing is a major part of the image one projects to others.
2. To become aware of personal responsibilities as clothing consumers.	2.1 To identify and describe briefly some of the factors affecting suitable clothing purchases. 2.2 To outline consumer responsibilities with respect to purchasing clothing.
3. To apply information and skills useful in the care and repair of clothing.	3.1 To identify and explain the clothing care symbols. 3.2 To describe the procedures used for cleaning clothes. 3.3 To identify and practise some clothing repair techniques.
4. To become familiar with basic sewing techniques for the construction of a simple project.	4.1 To identify some benefits that result from acquiring sewing skills. 4.2 To construct a simple sewing project that incorporates basic sewing skills.

Major Objective: 1. To understand why and how clothing choices are made.

Learning Objective: 1.1 To identify the reasons why people wear clothing.

Related Content

Resources

1.1 Reasons for wearing clothing:

- modesty
- identification
- protection
- decoration
- societal customs and influences

1.1 *Creative Living*, Chapter 51.

Suggested Instructional Strategies and Learning Activities

- 1.1a/ Prepare a poster showing people wearing different types of clothing (e.g.,
1.2a construction worker, athlete, boy scout, ethnic groups, religious groups, etc.) Use
the poster to stimulate discussion: For what reason(s) does each person dress the
way s/he does?

Major Objective: 1. To understand why and how clothing choices are made.

Learning Objective: 1.2 To determine how clothing choices are made.

Related Content	Resources
1.2 Factors affecting choices: <ul style="list-style-type: none">● self-concept● personality● climate● activities● group you belong to● lifestyle● budget● fashion trends● media and advertising● comfort● availability● safety● care characteristics● social influences● technology	1.2 <i>Creative Living</i> , Chapters 51 & 56. 1.2 Activity Sheet, "Clothing Choices", Teacher's Resource Package. 1.2 Activity Sheet, "Keeping Warm or Cool", Teacher's Resource Package. 1.2 Activity Sheet, "The Best Buy", Teacher's Resource Package. 1.2 Illustrations showing a variety of clothing.

Suggested Instructional Strategies and Learning Activities

- 1.2a Combined with 1.1a.
- 1.2b Using pictures to illustrate, lead students in a discussion about factors affecting clothing choices:
- changes in fashion
 - identification with a group, or with a popular movie, TV or music personality
 - expression of personality
- 1.2c Have students discuss these questions:
Should students wear a uniform? Do students dress uniformly?
- 1.2d Have students bring a garment or pictures of clothing they "wouldn't be caught dead in". Discuss the reasons why. (As an alternate: use old filmstrips or textbooks for this activity). Discuss how self-concept, personality, peers, the media, etc. influence personal clothing decisions.
- 1.2e Have students collect pictures of fashions prevalent in the current school year. Make a collage with their selections. Keep the collages over the years to have a "pictorial history" of teen clothing choices.
- 1.2f To increase students' awareness of influences on their clothing choices, have them complete the activity sheet "Clothing Choices", Teacher's Resource Package.
- 1.2g To make students aware of the relationship between climate and clothing comfort, have them read and complete the activity sheet "Keeping Warm or Cool", Teacher's Resource Package.
- 1.2h Display a collection of clothing ads. Discuss with the class which ads attract their attention and why. Which ads provide the most useful information? Which ads would influence their clothing choices?
- 1.2i Discuss in class how current clothing styles are influenced by media personalities. Have students collect pictures and make a collage for classroom display.
- 1.2j Have students read the section "Clothing Stores" in *Creative Living*, pp. 399-400 and complete the activity sheet and assignment "The Best Buy", Teacher's Resource Package.

Major Objective: 1. To understand why and how clothing choices are made.

Learning Objective: 1.3 To recognize that clothing is a major part of the image one projects to others.

Related Content	Resources
1.3 Clothing influences how others see you.	1.3 <i>Creative Living</i> , Chapters 51, 53.
	1.3 Teacher's own collection of pictures of people illustrating a variety of clothing choices.
	1.3 Activity Sheet, "The Language of Clothing",

Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 1.3a To stimulate discussion about what messages clothing communicates, have students look at a number of pictures, showing people wearing a variety of garments. Have them record their comments on the activity sheet "The Language Of Clothing", Teacher's Resource Package. Discuss in class the different impressions they have of the people in the pictures. What are their judgements based on? Is there any way they can know if their comments are right or wrong?
- 1.3b Use teacher-prepared sets of pictures for this activity. Each set of pictures should show 4-5 people of the same gender but varying in age and in the styles of clothing they are wearing. (Use people in their usual clothing rather than pictures of models from clothing ads.) For greatest effectiveness, the pictures should be about the same size. Remove any background areas.

Separate each picture into 2 parts - the head and the body. (Be sure to make note of which pictures match.) Mount each head and each body separately on poster board. Number each for reference purposes.

Show or pass the pictures of faces to the students. In their notebooks, ask students to record their impressions of each person based on facial characteristics and expressions.

Then have them both look at the second set of pictures (showing garments) and record their impressions of the person wearing each garment.

To follow up:

Have students discuss and compare the remarks they made about each person, based on facial characteristics. Then, discuss their comments about each person based on clothing and posture. Ask these questions:

Can they match each face to its body?

Do their comments "match" for each face and its body?

How much do comments vary from one student to another? What influences what we "see" in others?

Are these judgements likely to be correct? Why or why not?

Major Objective: 2. To become aware of personal responsibilities as clothing consumers.

Learning Objective: 2.1 To identify and describe briefly some of the factors affecting suitable clothing purchases.

Related Content	Resources
2.1 As purchasers of clothing, consumers have responsibilities to themselves (making choices that are appropriate) and to others (appropriate behaviour and practices).	2.1 <i>Creative Living</i> , Chapters 29, 32, 55 and 56.
2.1 Factors affecting suitable clothing purchases: <ul style="list-style-type: none">● self-concept● principles● needs and wants● suitability<ul style="list-style-type: none">- to occasion- to situation- to current wardrobe● care required● durability● fashion trends● fabric and construction● money available (others may be mentioned)	2.1 Activity Sheet, "Evaluating Clothing Costs", <i>Creative Living</i> , Teacher's Resource Book, p. 102, #18. 2.1 Activity Sheet "Making a Clothing Decision", Teacher's Resource Package. 2.1 Introductory Module: Objective 5.3, Decision Making Method, Teacher's Resource Package, 5.3a/b.

Suggested Instructional Strategies and Learning Activities

- 2.1a Have students imagine they are given a sum of money (e.g., \$500.00) to spend on clothes. Ask them to list the clothing they would buy and the approximate value. Discuss reasons for their choices.
- 2.1b As a group or class, have students plan a basic school wardrobe for a year or a season. Estimate the approximate cost. Use this activity to discuss the importance of making suitable clothing choices. "Teen Tips: Mixing and Matching", pp. 462-463 shows examples of wardrobe coordination.
- 2.1c Have students develop a sample checklist that could be used when shopping for clothes. (Example: *Creative Living*, p. 403)
- 2.1d Have students look at two similar articles of clothing - one having a brand or designer name, the other having a standard label. Have them compare the two items with respect to design features, construction and cost. Ask students if they have seen ads for either of these brands.
- 2.1e Teacher or students bring in garments that show good and poor features with respect to fabric and/or construction. Have students examine the garments and discuss how to recognize quality in fabric and in clothing construction.
- 2.1f Have students read the section "Figuring Cost per Wearing" in *Creative Living*, p. 394. Discuss why 'cost per wearing' is an important consideration when making a purchase. What items tend to have a high cost per wearing? What garments may be expensive initially, but are worn so much that cost per wearing may be quite low? The activity sheet "Evaluating Clothing Costs", *Creative Living*, Teacher's Resource Book, can be used as a concluding activity.
- 2.1g Have students practise responsible decision making with respect to buying a major clothing item, such as a winter coat. Use the activity sheet "Making a Clothing Decision", Teacher's Resource Package. (NOTE: Use the decision-making model from the Introductory Module.)

Major Objective: 2. To become aware of personal responsibilities as clothing consumers.

Learning Objective: 2.2 To outline consumer responsibilities with respect to purchasing clothing.

Related Content	Resources
<p>2.2 Consumers' responsibilities to other purchasers, store personnel, and to themselves include:</p> <ul style="list-style-type: none">● being fair● being considerate● being informed● being honest <p>Dishonest consumer actions:</p> <ul style="list-style-type: none">● shoplifting● switching tags● returning used items <p>(others may be added)</p>	<p>2.2 <i>Creative Living</i>, Chapters 30, 31, 32 and Chapter 56.</p>

Suggested Instructional Strategies and Learning Activities

- 2.2a In groups or as a class, have students brainstorm to develop two lists showing appropriate and inappropriate behaviour when shopping alone and with friends. Discuss actions that show fairness, consideration, honesty, and being informed. (Examples of issues to discuss: trying on clothing
asking for assistance
returning articles
respecting other shoppers and store personnel)
- 2.2b Have students read *Creative Living*, Chapter 32, p. 222. Discuss the situation. Is Anita acting as a responsible consumer? Is there any harm in her wearing the dress and then returning it?
- 2.2c Have students read and then discuss "Shoplifting: Something for Nothing", *Creative Living*, p. 399.
- 2.2d Invite a guest speaker (police officer, store manager or owner) to talk about shoplifting. What are the problems shoplifting creates:
for those who steal?
for store owners and managers?
for honest consumers

Major Objective: 3. To apply information and skills useful in the care and repair of clothing.

Learning Objective: 3.1 To identify and explain the clothing care symbols.

Related Content	Resources
3.1 Clothing care symbols	3.1 Consumer and Corporate Affairs pamphlet on Care Symbols.
	3.1 <i>Creative Living</i> , Chapter 62.
	3.1 Activity Sheet, "Scavenger Hunt", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 3.1a To familiarize students with fabrics and the care label symbols, have them complete the activity sheet, "Scavenger Hunt", Teacher's Resource Package.
- 3.1b Have each student make a chart showing care symbols for fabrics. These can be laminated or plastic-coated and displayed in the home laundry area.
- 3.1c Prepare a poster or chart showing the care labels from various articles of clothing. Have students write descriptions of the care indicated by each label, and speculate as to the type of garment to which this label was attached.
- 3.1d Have students bring in articles of clothing and discuss the care required for each as indicated by the care symbols.

Major Objective: 3. To apply information and skills useful in the care and repair of clothing.

Learning Objective: 3.2 To describe the procedures used for cleaning clothes.

Related Content	Resources
<p>3.2 Preparing clothes for a wash:</p> <ul style="list-style-type: none">● sort according to<ul style="list-style-type: none">- colour- surface texture- weight- construction- fibre content● check pockets● fasten fasteners● turn clothing inside out● make repairs● pretreat stains <p>Methods of cleaning clothes:</p> <ul style="list-style-type: none">● hand washing● machine washing● dry cleaning <p>Brief introduction to laundry products and how they work:</p> <ul style="list-style-type: none">● soaps● detergents● fabric softeners● bleaches● stain removers <p>Environmental considerations:</p> <ul style="list-style-type: none">● pollutants (from some laundry products)● use of resources (water, energy, chemicals, time ...) <p>Ironing</p> <ul style="list-style-type: none">● equipment use and care● techniques	<p>3.2 <i>Creative Living</i>, Chapter 62.</p> <p>3.2 Activity Sheet, "Wash Day", Teacher's Resource Package.</p> <p>3.2 Activity Sheet, "Steps to Efficient Laundering", Teacher's Resource Package.</p> <p>3.2 Activity Sheet, "Clothing Care", Teacher's Resource Package.</p>

Suggested Instructional Strategies and Learning Activities

- 3.2a Have students relate examples of laundry mishaps. Use these examples to lead into a discussion of the need for following appropriate cleaning procedures.
- 3.2b Discuss how to prepare clothing for cleaning.
- 3.2c Provide a bundle of clean clothing and other items which would be typical of a week's laundry. Have students go through the process of sorting and preparing the items for cleaning.
- 3.2d Have students work in small groups and simulate the process of doing a family wash. Use the activity sheet "Wash Day", Teacher's Resource Package, to facilitate discussion and decision making.
- 3.2e To encourage students to think about energy conservation, have them complete the activity sheet "Steps to Efficient Laundering", Teacher's Resource Package. Discuss common practices and ways some could be improved.
- 3.2f Make a display of clothing care products. Include environmentally safe products. Discuss the products and how they work.
- 3.2g Demonstrate (teacher or students) how to iron a shirt or blouse. Have students practise.
- 3.2h To familiarize students with some clothing care products and practices, have them complete the activity sheet, "Clothing Care", Teacher's Resource Package.

Major Objective: 3. To apply information and skills useful in the care and repair of clothing.

Learning Objective: 3.3 To identify and practise some clothing repair techniques.

Related Content

Resources

- 3.3 Techniques to consider:
- repairing snags in knits
 - mending seams
 - patching a hole
 - darning a tear
 - replacing fasteners/buttons
 - hemming

Time-saving repair products:
fusible webbing, glue, press on or stick pin buttons, etc.

*The above techniques may be incorporated into the project construction classes.

3.3 *Creative Living*, Chapters 61 and 62.

Suggested Instructional Strategies and Learning Activities

- 3.3a Set up a display of products used for repairs. Discuss the purpose of each. Include some time-saving repair products and discuss advantages and disadvantages of each.
- 3.3b Demonstrate methods used for a few common repairs. Discuss materials, equipment and procedures that are relevant to the techniques demonstrated.
- 3.3c Have students bring in articles of clothing or other textile items that need minor repairs. Discuss appropriate methods for fixing each problem and have each student complete a repair. Display repaired items.

(NOTE: These skills have possibilities for an entrepreneurial venture.)

Major Objective: 4. To become familiar with basic sewing techniques for the construction of a simple project.

Learning Objective: 4.1 To identify some benefits that result from acquiring sewing skills.

Related Content

Resources

- 4.1 Some benefits of being able to sew:
- economy
 - wardrobe coordination
 - greater variety
 - personal expression
 - productive use of leisure time
 - better fit
 - satisfaction
 - learning to follow directions and read diagrams
 - increased awareness of construction-factors related to quality in garments.
 - independence
 - skill resource for income
 - home decorating
- (others may be added)

4.1 *Creative Living*, Chapter 57.

4.1 *Creative Living*, Teacher's Annotated Edition, Teacher's Manual, p. 88, "Before The Lesson".

Suggested Instructional Strategies and Learning Activities

- 4.1a Display various items from pattern catalogues to show the wide variety of fabric items it is possible to construct. Following viewing, lead students in a discussion of the benefits of being able to sew.
- 4.1b To increase interest in home sewing, use the activities in *Creative Living*, Teacher's Annotated Edition, Teacher's Manual, pp. 88-89 (Chapter 57, "Before the Lesson").

Major Objective: 4. To become familiar with basic sewing techniques for the construction of a simple project.

Learning Objective: 4.2 To construct a simple sewing project that will incorporate basic sewing skills.

Related Content	Resources
4.2 Basic sewing skills: <ul style="list-style-type: none">● machine sewing<ul style="list-style-type: none">- straight lines- curves- corners● hand sewing (stitches necessary for project construction)● pressing techniques <p>Other techniques from objective 3.3, repair of clothing, may be used here.</p>	4.2 Stitching Guide, Teacher's Resource Package. 4.2 <i>Creative Living</i> , Teacher's Annotated Edition, Teacher's Manual, pp. 158-168. 4.2 <i>Creative Living</i> , Chapter 63. 4.2 <i>Creative Living</i> , Teacher's Resource Book, Unit 5, Teen Tip Sewing Projects, pp. 183-192.

Suggested Instructional Strategies and Learning Activities

- 4.2a To help students develop control of the sewing machine and practise machine stitching, have them stitch without thread on printed pattern sheets. See Teacher's Resource Package for sample.
- 4.2b Have students choose projects such as the ones below to practise basic construction techniques:
- Butcher (chef's) apron
 - Pillow (round, square, heart)
 - Duffle mitts/slippers
 - Drawstring bag
 - create your own shirt
 - Christmas ornaments

For ideas, refer to: "Sewing Projects Chart", Teacher's Resource Package, *Creative Living*, Teacher's Annotated Edition, Teacher's Manual, pp. 158-168.

Techniques applicable to the projects selected should be demonstrated as students progress.

(NOTE: Worn clothing or sections of sheets, towels, etc. can be recycled for sewing projects.)

